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ABSTRACT

This manual outlines the evaluation system used by the Maryland community colleges to determine which continuing education courses can be supported by state funds. Following a historical overview of continuing education in the state, policies related to state participation in continuing education courses and to federal or state contracts or grants are set forth. The next section highlights evaluation criteria for continuing education courses, including those submitted for state funding and those for which state funding is not requested. After presenting instructions for the completion of forms required for state funding, including a funding request form and a data monitoring form, the manual explains the processes for resubmissions and appeals. The next sections discuss requirements related to the continuing education course inventory, a statewide database of information on continuing education; enrollment reporting for equated credit continuing education courses; the continuing education student information system; and student and course data files. Finally, the biennial review process and information requirements for non-state-supported courses are explained. Appendixes include definitions, reporting schedule, subject classification code, standards for senior citizen courses, and forms for submission of state required data. (MDB)

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CONTINUING EDUCATION MANUAL

FOR

MARYLAND COMMUNITY COLLEGES

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Also, Maxine J. Pope of the State Board staff prepared and edited the manuscript. Linda Wall, Secretary to the State Board Director of Continuing Education, provided a variety of support services in the preparation of this manual. Their excellent work is greatly appreciated.

Hercules Pinkney
Director of Continuing Education

PREFACE

This sixth edition of the **Maryland Community Colleges Continuing Education Manual** represents the culmination of over 18 months of concerted efforts between the staff of the State Board for Community Colleges and community college Deans of Continuing Education.

The format and content revisions were designed to better convey State policies, procedures and requirements while providing a more practical guide for local college use. Applicable excerpts of laws and regulations with accompanying citations from the **Annotated Code of Maryland, Education Article, Title 16, Community Colleges** and the **Code of Maryland Regulations, Title 13C** have been incorporated in appropriate sections of the manual to make the publication as self-contained as possible.

All forms necessary for submission of State required data, except the SBCC-CC-10 card, have been included in the Appendix for duplication and use by continuing education personnel.

Special thanks are in order to Dr. Hercules Pinkney, who coordinated the revision of the manual.

James D. Tschechtelin
Executive Director

CONTENTS

	Page
PREFACE	xi
RESOLUTION	1
INTRODUCTION	3
POLICIES	
General Policies	7
Related Policies	8
Federal or State Contracts or Grants	11
COURSE EVALUATION CRITERIA	13
REQUEST FOR STATE FUNDING OF A CONTINUING EDUCATION COURSE SBCC-CC-10	15
Instructions for Completion	17
DATA MONITORING FORM CONTINUING EDUCATION COURSES FOR STATE FUNDING SBCC-CC-11	25
Instructions for Completion	27
RESUBMISSIONS	31
APPEAL PROCESS	33
CONTINUING EDUCATION COURSE INVENTORY	35
ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES SBCC-CC-3	39
Instructions for Completion	41
CONTINUING EDUCATION STUDENT INFORMATION SYSTEM	47
Input Files	51
Output Files	53

BIENNIAL REVIEW PROCESS 57

REPORT OF ALL NON-STATE AID CONTINUING EDUCATION, FULL-TIME EQUIVALENT STUDENTS, REGISTRATIONS, AND COURSES SBCC-CC-13 59

Instructions for Completion. 59

Appendices

A. DEFINITIONS 61

B. REPORTING SCHEDULE. 63

C. SUBJECT CLASSIFICATION CODE 65

D. STANDARDS OF GOOD PRACTICE FOR SENIOR CITIZEN COURSES 67

E. FORMS 73

RESOLUTION

WHEREAS, Maryland community colleges have developed a variety of continuing education course offerings which have significantly expanded adult learning opportunities for the citizens of the State of Maryland;

WHEREAS, Continuing education courses in Maryland community colleges provide the citizens of Maryland with courses which are convenient, low cost, and of high quality;

WHEREAS, Maryland community colleges, as providers of continuing education, have developed a variety of instructional offerings for the upgrading of employee job-related skills to assist business and industry;

WHEREAS, Continuing education courses in Maryland community colleges have provided a network of public service courses, as well as accessible career development and developmental educational offerings which foster the enhancement of the quality of life for all citizens of the State of Maryland;

WHEREAS, Maryland community colleges, as providers of continuing education, offer a vital service to Maryland citizens served by the community colleges and demonstrate the commitment of the community colleges to the concept of education as a lifelong process;

NOW, THEREFORE, BE IT RESOLVED, That the Maryland State Board for Community Colleges reaffirms its encouragement and support of the colleges for their development of continuing education courses as stated in this Board's Resolution of January 1972. Further, the Board recognizes the significant contribution this aspect of the community college system has made by providing varied and excellent educational services and opportunities to the citizens of the State of Maryland.

Adopted by:
Maryland State Board for Community Colleges
May 1978

INTRODUCTION

Continuing education in the State of Maryland has expanded rapidly in the past 15 years. Since the establishment of the first community college in 1946, continuing education course development has been an important element of the community college mission. Title 16 of the **Education Article** of the **Annotated Code of Maryland** establishes the development of continuing education courses as a function of community college instructional development.

Section 16-203(i) of the **Education Article** states:

> Subject to the minimum standards of the State Board for Community Colleges, each board of trustees may determine entrance requirements and approve offerings that consist of:
>
> (1) Transfer programs offering the equivalent of the first two years of a bachelor's degree program;
>
> (2) Career programs offering technical, vocational, and semiprofessional education;
>
> (3) Continuing education offerings.

The definition of continuing education as used in the State supported system of continuing education is a restrictive one. The State Board for Community Colleges defines continuing education as regularly scheduled community college courses designed to meet the needs of part-time and returning students but not for academic credit.

Some continuing education courses are self-supporting and some are State-assisted. State supported continuing education courses are defined as noncredit adult education courses that have been evaluated and approved by the State Board for Community Colleges and that are offered to satisfy the vocational development, professional development, and self-development needs of part-time and returning adult students. State supported continuing education courses must be in a course format.

Certain community college continuing education courses carry "continuing education units" (CEUs), a nationally recognized method for measuring and recording completion of courses that do not carry academic credit but do meet established criteria for evaluation of student learning.

Community services are defined by the State Board as activities, other than formal courses, that are developed for the growth, education, development, or enrichment of Maryland citizens and groups. Community service instruction is frequently offered as short-term instructional activities, such as seminars or workshops. The State does not participate in the funding of community service activities; these activities are self-supporting or are

funded by the political subdivisions or outside sources. Many community service activities are targeted for special populations identified by federal, State, or local governments and generally are short-term in nature.

As part of its coordinating function, the State Board on January 13, 1972 approved a resolution supporting and encouraging the State's community colleges in the development and expansion of their continuing education offerings. In August of that year, the Board issued its first guidelines for State participation in the support of continuing education noncredit learning activities. These guidelines form the basis of what is the current evaluation criteria for continuing education courses:

- The exclusion of recreational or avocational courses from the funding formula;
- The basis of 15 contact hours to a credit for the purpose of generating an equated full-time equivalent (FTE) student;
- The concept that no course will be funded unless it is provided for students 16 years of age and older unless permitted by State law;
- The concept that no courses will be funded from more than one public agency;
- The submission to the State Board for Community Colleges of all coursework in the noncredit area for State funding consideration.

In 1976, the State Board using these criteria instituted the continuing education course evaluation system. This **Continuing Education Manual** is the sixth edition; the first was published in July 1977. In May 1978, the State Board adopted its second resolution reaffirming its support and encouragement of the commitment of the colleges to noncredit instruction. Subsequent editions of the manual were published in 1978, 1980, 1983, and 1985.

In the 1970-1971 academic year, fourteen community colleges offered 810 continuing education/community service courses to 19,578 Maryland residents. During FY 1987, seventeen colleges offered 10,796 State approved continuing education courses to 292,090 Maryland residents.

Continuing education is a vital component of Maryland's comprehensive community college system. In FY 1987, continuing education represented 29 percent of the State support provided to Maryland community colleges and provides the backbone of much of the job retraining efforts underway in the State. A large portion of adult education in Maryland is offered either directly or indirectly through the continuing education divisions of the locally governed community colleges. All community colleges are involved with their county government and county business and industry in local economic development efforts.

Excellent cooperation exists among Maryland community colleges, not only with business and industry but with other community colleges in the offering

of continuing education courses. Team approaches, joint working relationships, and other cooperative endeavors have greatly assisted the citizens of Maryland in achieving their educational goals. Maryland's community colleges, however, do not offer courses outside of their political subdivisions without first giving the opportunity to the local community college. Because the mission of community colleges is to serve local subdivisions, the State Board strongly endorses this right of first refusal concept which has been the cornerstone of the spirit of cooperation that exists within the Maryland community college system.

Meeting the challenge of primarily serving the State's adult population with quality instruction always has been a continuing education priority. Community colleges, in conjunction with the State Board for Community Colleges, have worked diligently at establishing continuing education that enhances the quality of life for all citizens of the State through quality learning opportunities.

The challenge for continuing education in the future is to provide customized courses to meet emerging needs in a flexible and meaningful way. The State Board will continue to promote the efforts of the community colleges to provide flexible, responsive continuing education instruction. The Board also will assist colleges in developing the use of technology to provide needed instruction.

POLICIES

General Policies

Policies for State participation in continuing education courses have been adopted by the State Board for Community Colleges. These policies are stated in the **Code of Maryland Regulations, Title 13C.01.01.05**, as follows:

.05 Continuing Education

A. Except as otherwise provided, all policies of the Board shall be equally applicable to credit programs and continuing education courses.

B. Each community college shall adhere to the guidelines and procedures specified below by the Board and in accordance with the schedule and format contained in the **Continuing Education Manual**:

(1) Enrollment information shall be submitted to the Board for all noncredit courses taught by the community colleges during each fiscal year.

(2) Continuing education courses shall be approved for State funding based upon a review by the State Board for Community Colleges of course titles, descriptions, and objectives.

(3) Continuing education courses which are approved for State funding shall be conducted in accordance with the approved description and objectives and shall be advertised consistently under the title approved by the Board.

(4) Continuing education courses shall be taught for a minimum of 5 contact hours to be eligible for State funding.

(5) Recreational courses may not be approved for State funding.

(6) Approval for State funding of a continuing education course shall be for a period of not less than 2 fiscal years unless the college has been otherwise notified in writing by the State Board for Community Colleges.

(7) New submission and evaluation criteria for State funding may not be applied retroactively to approved continuing education courses.

(8) Student enrollment records for continuing education courses shall be retained by the colleges for a period of not less than 5 years.

(9) When two or more community colleges jointly sponsor a continuing education course, participating students shall be enrolled, recorded, and registered by the institution which will ultimately submit them for State funding.

(10) Each student enrolled in continuing education courses for which State funding is requested shall complete and sign individual registration forms certifying student residency.

(11) Each student enrolled in continuing education courses for which State funding is requested shall pay tuition or fees, or both, unless otherwise permitted by State law.

(12) A community college may not receive State funding for students under 16 years old enrolled in continuing education courses, unless otherwise permitted by State law.

(13) A high school student concurrently enrolled in continuing education courses that are part of the student's high school curriculum may not be submitted for State funding.

(14) A community college employee who is enrolled in continuing education courses without payment of tuition, either through tuition waiver, tuition payment-reimbursement, or by direct finance of the course work by individual college departments, may not be submitted for State funding.

(15) Instruction in continuing education courses shall involve direct faculty and student contact.

(16) A continuing education course that is approved for State funding shall be open to the public.

(17) A community college may not identify a continuing education course or a series of continuing education courses as credit programs or award credit degrees or credit certificates for the successful completion of continuing education course work. Requirements for award of degrees and certificates are specified in **COMAR 13B.02.03.**

(18) Each community college shall maintain an open file of general course descriptions and set of course objectives for each continuing education course offered.

Related Policies

- A community college may not enter into a contractual agreement with any organization or institution which offers instruction resulting in credit or equated credit submitted for State aid to community colleges without the prior approval of the State Board for Community Colleges. **COMAR 13C.01.01.04G**

- o Persons 60 years old or older - Any resident of this State who is 60 years old or older, and who enrolls in any class, which is eligible under Section 16-403 of this title for State support:

  - Shall be exempt from payment of tuition; and

  - Shall be counted in computing full-time equivalent enrollment under Section 16-403 of this title if enrolled in any class that is eligible for State support.

  The above language does not prohibit a community college board of trustees from offering senior citizens other educational opportunities free of charge, provided that the senior citizen is not counted in computing full-time equivalent enrollment for the purpose of receiving State support. **Education Article, Section 16-205b, Annotated Code of Maryland**

- o Disabled retired persons. Any resident of this State who is retired from the work force by reason of total and permanent disability who enrolls at a community college in a class that has at least 10 regularly enrolled students:

  - Is exempt from payment of tuition; and

  - Shall be counted in computing full-time equivalent enrollment under Section 16-403 of this title.

  In order to receive this exemption, an individual shall obtain certification from the Social Security Administration or the Railroad Retirement Board that the individual receives disability and retirement benefits under the Social Security Act or the Railroad Retirement Act.

  In order to obtain this exemption, an individual who was a federal employee and who does not receive disability and retirement benefits under the Social Security Act or the Railroad Retirement Act shall obtain certification from the individual's federal retirement or pension authority of the employee's:

  - Total and permanent disability; and

  - Receipt of disability benefits based on a standard that is at least as stringent as the standard applied by the Social Security Act. **Education Article, Section 16-205c, Annotated Code of Maryland**

- o Residency. Students shall be classified by their legal domicile to insure that out-of-state students do not enter into the computation

of full-time equivalent students for State aid purposes. "In establishing the domicile of a person enrolling in a noncredit continuing education course at a community college, a person shall indicate on a signed registration document whether he is a resident of the State and the county or region." **COMAR 13C.01.01.10F.**

- The **Education Article Section 8-201, Annotated Code of Maryland,** defines gifted and talented children as follows: "In this subtitle, 'gifted and talented child' means an elementary or secondary school student who is identified by professionally qualified individuals as having outstanding abilities in the areas of (1) general intellectual capabilities; (2) specific academic aptitudes; or (3) the creative, visual, or performing arts." Consistent with the policy of the State to encourage programs for the gifted and talented, community colleges may permit enrollment by students identified by the appropriate school authorities as gifted and talented in accordance with the above definition. Students so identified may be entered into computation of full-time equivalent students for State aid purposes. **COMAR 13C.01.01.12.**

- Business and Industry. Notwithstanding any other provision, a community college may adopt a policy allowing it to enter into a contract with a business or industry that maintains facilities, operates or does business in the State to provide education or training for company employees for a set contractual fee in place of payment of tuition under the following condition: The employees enrolled under this program shall be treated as any other student in accordance with college policies of the State Board for Community Colleges. **COMAR 13C.01.01.10I.**

Federal or State Contracts or Grants

To encourage colleges to seek State and federal contracts to assist them in meeting the training needs of their respective service area and to ensure that State aid is not paid to colleges if instruction is fully paid by another State or federal source, the State Board for Community Colleges approved on June 12, 1986 the following policy cited in the **Code of Maryland Regulations 13C.01.01.04H:**

H. Federal or State Contracts or Grants.

(1) These provisions apply to the submission of full-time equivalent students submitted for State aid.

(2) If a federal or State contract or grant is used to pay for credit or a noncredit training program or course costs, the following policy applies:

(a) If the total payment for the contract or grant does not exceed the direct costs, all full-time equivalent students (FTE) may be submitted for State aid.

(b) Direct Costs Exceeded.

(i) If the total payment for the contract or grant exceeds the direct costs, then the FTE to be submitted for State aid will be calculated as follows:

$$\frac{\text{(Direct Costs + Indirect Costs - Contract Amount)}}{\text{State Aid Rate Per FTE}} = \text{FTE submitted}$$

(ii) The FTE submitted may not exceed the number of FTE taught.

(c) In a training contract whereby a college subcontracts with another organization to offer the instruction, the training contract must receive prior approval of the State Board for Community Colleges under **COMAR 13C.01.01.04G.**

(d) Terms Defined.

(i) "Direct costs" means expenditures that are clearly incurred by the college in the fulfillment of the federal or State contract or grant and are explicitly related to the performance or fulfillment of the contract or grant. These direct costs must be readily identifiable with the contract with a reasonable degree of accuracy and without an inordinate amount of

accounting. These costs may include salaries, wages, benefits, services, materials and equipment.

(ii) "Indirect costs" means the number of FTE taught under the training contract times the budgeted current year net cost per FTE for that college per the SBCC-CC-5, times the percentage of the adjusted current unrestricted expenditures in all functions other than instruction as reported in the current SBCC-CC-4 for that college.

(iii) "Contract amount" means the total amount received by the college from the State or federal contract, plus any other federal or State revenue related to the contract, excluding FTE State support.

(3) Colleges may make requests to the State Board for Community Colleges for specific exceptions to this policy.

Exemptions

The following programs are exempted from COMAR 13C.01.01.04H:

- Any State or federal student scholarship, grant, loan, or work study programs provided either directly to students or directly to institutions;
- Continuing Education and Community Service - Title I grants;
- Division of Vocational-Technical Education grants;
- Department of Economic and Employment Development apprenticeship grants;
- Any portion of State or federal contract and/or grant funds designated for the purchase of equipment;
- Contracts that generate 15 or less FTE;
- Direct payment of student's regular tuition at college-approved credit tuition rate.

COURSE EVALUATION CRITERIA

All continuing education courses for which enrollment data are to be submitted for State funding are individually reviewed and evaluated by the Director of Continuing Education, State Board for Community Colleges.

Review is based on the following criteria:

- Descriptive information for each continuing education course is submitted to the State Board for Community Colleges on the SBCC-CC-10 form.

- The course description, course title, and course objectives listed on the SBCC-CC-10 must illustrate the skill or knowledge to be developed and the student outcomes expected for each continuing education course.

- Continuing education courses are normally deemed eligible for State funding when the submitted SBCC-CC-10 information contains clearly defined course descriptions and objectives which focus on the following course intent areas:

    vocational-technical
    literacy
    remedial education
    community development
    consumer education
    health care/science
    certification
    licensure or relicensure
    apprenticeship related instruction
    business and industry training
    certain nonrecreational courses
        (which may be classified as general interest, general education, or family life)

Courses may be given special consideration for State funding when they provide learning opportunities for senior citizens or the handicapped.

REQUEST FOR STATE FUNDING
OF A CONTINUING EDUCATION COURSE
SBCC-CC-10

General

The purpose of the SBCC-CC-10 form, Request for State Funding of A Continuing Education Course, is to help the colleges transmit to the State the course description and objectives needed to determine the eligibility of continuing education courses for State funding. The SBCC-CC-10 form can be obtained from the State Board for Community Colleges office. The form, which is color coded to illustrate the fiscal year in which the course is reviewed by the State Board, may be submitted throughout the year.

SBCC-CC-10 forms received by the State Board after the official due dates of October 1, February 1, and June 1 will not be included in that particular State aid payment request period.

Submission

The SBCC-CC-10 form is to be forwarded to the Director of Continuing Education, State Board for Community Colleges. The SBCC-CC-10 form must be accompanied by an SBCC-CC-11 form, Data Monitoring Form - Continuing Education Courses for State Funding, listing the courses that are being presented for review. Forms unaccompanied by an SBCC-CC-11 will be returned to the college.

The State Board will not make any changes or revisions on either the submitted SBCC-CC-10 or SBCC-CC-11 forms. If changes are required, the forms will be returned to the college.

Completion Criteria

Each SBCC-CC-10 must include all appropriate information for the submitted course and must be typewritten.

The SBCC-CC-11, indicating the State Board decision on each submitted course's eligibility, shall be returned to the college within 14 working days, unless otherwise specified.

Information regarding each course is entered into the State Board's Continuing Education Course Inventory computerized file system, which forms the data base for the State aid transmittal process and the State management information system for continuing education. The State Board periodically forwards copies of course information from this file to the colleges. Colleges may also request updated inventories.

REQUEST FOR STATE FUNDING OF A CONTINUING EDUCATION COURSE SBCC-CC-10

Instructions for Completion

Both sides of the SBCC-CC-10 form are to be completed.

(Side 1)

REQUEST FOR STATE FUNDING OF A CONTINUING EDUCATION COURSE

Course Title: Bank Management: Teller Training

College: Chesapeake Bay **Target Population:** General

Course Description as Typically Advertised

This course is designed for the individual who is entering the banking field at the teller/cashier level. Upon completion of the course, the student will have completed a review of basic computation skills relevant to this profession, instruction in job-related computation skills, instruction in basic data entry techniques and computer maintenance, a review of operation and function of job-related office machinery, and a review of the necessary concepts of human development. Topics to be covered include conflict resolution, problem solving, banking and commercial credit, and banking history.

Objectives and College Comment

Upon completion of this course, the student should be able to:

1. Compute percentages, interests, and balance accounts.
2. Demonstrate basic data entry skills.
3. Operate banking office machinery.
4. Display appropriate social and communicative skills.
5. Utilize appropriate conflict resolution and problem solving skills in an office setting.
6. Discuss banking and commercial credit.

This course was requested by Chesapeake Bank of Bay City. It is a component of the bank's EEO program. All new employees take this course.

SBCC-10 (Rev. 7/88) Submit Original

(1) Course Title. The title of the continuing education course must accurately represent the course content and be the title under which the course will be advertised. The complete title should be shown. Since the State Board reviews only those courses submitted for State funding eligibility determination, the following terms, when used in a title of a course, generally are not acceptable:

workshop
seminar
panel
conference
brand names (such as Xerox, VW)

(2) College. This is the proper name of the community college proposing the course.

(3) Target Population. This is the population for which the course is intended. If a course is designed for a specific group, it should be indicated. Use such terms as:

apprentices	lawyers
bankers	managers
certified public accountants	photographers
dentists	physicians
editors	secretaries
flight attendants	supervisors

general (when no specific group needs to be designated)

(4) Course Description as Typically Advertised. The course description should appear as typically advertised in college publications, must be concise, and should include three or more of the following:

skills and/or knowledge to be taught
clear intent of course
sample of topics to be covered
instructional objectives
group for whom course was designed

There should be an interrelationship between description, target population, and course intent.

(5) Objectives and College Comment.

Objectives. The course objectives must be succinct statements of expected student outcomes as appropriate to course content. Course objectives should begin with the statement, "Upon completion of this course, the student should be able to . . ." under which separately numbered objectives should be listed.

Measurable action verbs should be used when stating objectives. For example:

apply	demonstrate	implement
arrange	describe	list
articulate	discuss	prepare
assess	edit	research
cite	evaluate	solve
classify	explain	write
define	identify	

Vague or hard-to-measure terms should not be used. For example:

familiarize	learn
know	understand

To use the above words in behavioral terms, state each (except learn) in conjunction with "demonstrate." For example:

demonstrate familiarity with . . .
demonstrate knowledge of . . .
demonstrate an understanding of . . .

All course information is to be compiled on a single SBCC-CC-10 form. If the objectives are extensive, select the most important objectives for inclusion.

College Comment. The college comment section may be used to provide information pertaining to the course's community support, reference to any special studies supporting implementation of the course, information pertaining to special licensing and certification upon completion of the course, or any other information establishing the need for the course in the college's service area.

(Side 2)

Course No.(s)	Course Title or Titles Under Which Course Will Be Taught	Course Hrs.	SBCC Code	Eligibility
BKG002	Bank Management: Teller Training	24	0702	1

Has course formerly been evaluated? Yes X No ___
If Yes Fiscal Year 85 Course Number BKG001 Course Hours 20 Eligibility 1 1 or 2
Course will be advertised to the general public? Yes X No ___

Method(s) of Instruction (Please check)
- X a Formal Course Offering
- ___ b Course/Laboratory
- ___ c Course/Field Work
- ___ d Seminar
- ___ e Conference
- ___ f Lecture Series
- ___ g Travel
- ___ h Correspondence/Self-Study
- ___ i Newspaper/Self-Study
- ___ j Individual Study/Self-Paced
- ___ k Programmed Instruction
- ___ l Other (identify)

Course Intent (Please check one)
- X a Vocational/Technical
- ___ b Literacy
- ___ c Remedial
- ___ d Community Development
- ___ e Consumer Education
- ___ f Health Care/Science
- ___ g General Interest
- ___ h Licensure/Certification
- ___ i General Education
- ___ j Family Life
- ___ k Apprenticeship Related Instruction
- ___ l Business/Industry (private sector contract training)

Special Population (Please check one)
- ___ a Senior Adult (60 above)
- ___ b Handicapped
- ___ c Disadvantaged
- ___ d JTPA/Federal
- ___ e Detention
- ___ f Gifted and Talented
- X g General

M A Thomas 1/11/88
Signature of Preparer Date

Wm J. Brewer 1/12/88
Signature of Con Educ Dean Date

Hercules Pinkney 1/14/88
Signature of SBCC Director Date

(FOR SBCC USE ONLY)

(6) Course Number. The course number is a college assigned number not exceeding six letters, numbers, spaces, or punctuation marks used for reporting purposes to the State Board. This is the course number under which the course is to be offered for an approved period of two years or less. No two courses have the same course number and if a course has multiple titles, each title must have a unique course number.

(7) Course Title Under Which Course Will be Taught. This is the course title under which the continuing education course will be taught. The title should be the same as the title on Side 1 except the title must be limited to 45 character spaces, including spaces between words, to be entered into the State Board computer. If, however, the course title on Side 1 extends beyond 45 characters, abbreviate words appropriately on Side 2.

(8) Course Hours. This is the maximum number of hours for which the course will be taught. Course hours are defined as 50-minute segments of instruction. These are the actual instructional contact hours, excluding lunch and other breaks. If a course actually meets 60 minutes each instructional hour, the college may multiply the 50-minute periods by 1.2 to derive the continuing education course hours. Use only whole numbers to represent course hours. (Round up on SBCC-CC-10 if a fraction of an hour results from computation.)

Example 1.

Course Number	Advertised Class Schedule	Instructional Contact Hours	X 1.2	SBCC-CC-10 Hours
HP 201	4 sessions 6:30-9:30 p.m.	12	14.4	15

NOTE: Example 1 assumes no class breaks and the instructional contact hours are multiplied by 1.2.

Example 2.

Course Number	Advertised Class Schedule	Instructional Contact Hours	X 1.2	SBCC-CC-10 Hours
HP 201	4 sessions 6:30-9:30 p.m.	10	12	12

NOTE: Example 2 assumes two 15-minute breaks and the instructional contact hours are multiplied by 1.2.

Multiply 1.2 by actual instructional contact hours only (not clock hours) to derive course hours to be entered on the SBCC-CC-10.

(9) SBCC Code. This section will be completed by the State Board for Community Colleges.

(10) Eligibility. This section will be completed by the State Board. The eligibility of a course for State aid shall be reflected by the following codes: (1) approved for State aid or (2) not approved for State aid.

(11) Has course formerly been evaluated? Answer this question appropriately. If yes, complete all blanks.

(12) Course will be advertised to the general public? Check appropriate answer.

(13) Method(s) of Instruction. Check appropriate answer(s). The college must identify the instructional method(s) that are incorporated in the course.

(14) Course Intent. Check the one area that is most representative of the course content, considering the course description and target population. For example, if the course description indicates that "this course is designed to prepare small business owners for initiating an office automation system" and the target population is "small business owners" then the intent should be "vocational/technical."

Course intent is the clearly formulated purpose of the instructional course. Listed below are the currently used course intent areas and a brief purpose statement for each.

Vocational/Technical - To provide formalized occupational-related training at the entry, upgrade, refresher, or retraining level.

Literacy - To provide instruction that leads to high school credential. Included in this area are Adult Basic Education, GED, and other high school completion preparatory instruction.

Remedial - To provide instruction designed to remedy deficiencies in preparation for college-level work, particularly in reading, writing, and mathematics. Included in this group are the SAT and other college entrance preparatory courses.

Community Development - To provide formal instruction that addresses both general and specific current or potential community issues or problems drawn from the fields of sociology, political science, ecology, energy conservation, and environmental science.

Consumer Education - To provide nonrecreational instruction focused on the development of practical skills essential for adults in today's complex society. Courses include the areas of money management/investment, property sale and/or purchase, and general consumer education.

Health Care/Science - To provide training for lay persons in general health education, nutrition, care-giving, and safety education, including first aid and cardiopulmonary resuscitation (CPR) related courses.

General Interest - To provide appreciation and/or skills development (nonrecreational) instruction designed primarily for special populations.

Licensure/Certification - To provide formal instruction designed to prepare persons seeking licensure or certification in various pro-

fessions and for updating professionals and paraprofessionals requiring maintenance of authorization (relicensure/recertification) to continue practicing a profession.

General Education - To provide instruction in the philosophy, principles, practices, and/or skills development of academic areas, including education (general and special), career development, languages, mathematics, science (computer, natural, physical, and social), and history (world, national, and local).

Family Life - To provide formal instruction designed to augment family related health education, parenting, supplemental teaching, and life skills development.

Apprenticeship Related Instruction - To provide the related educational component of an apprenticeship program.

Business/Industry Training (private sector) - To provide training through formal courses that meet the specific needs of an employer, labor union trade organization, or a professional association in the private sector. Some of these programs, assisted in part by State grants, are developed specifically to meet the manpower training needs of large business concerns which are expanding their existing operations in Maryland or are newly located in the State. These programs are designed for and tailored to the individual industry and may include the scheduling of new courses, hiring new faculty, purchasing new equipment, and creating new instructional material. As the State shares the cost of training with the expanding industry, the program provides a stimulus to locate or expand employment in Maryland.

(15) Special Population. Check one. The purpose of this category is to identify courses designated and intended for a special group since different criteria may be used for determining course and student eligibility. For example, a non-senior student may not be eligible for State aid when submitted as an enrollee of a senior course.

Listed below are the currently used course areas by special population and a definition for each.

Senior Adult (60 or above) - Courses designed for residents of Maryland 60 years of age or older at time of registration.

Handicapped - Courses designed for persons with physical or mental impairments that substantially limit one or more major life activity.

Disadvantaged - Courses designed for persons whose economic, education, or cultural development may limit or inhibit growth or learning opportunities.

JTPA/Federal - Courses designed for persons whose instruction is being supported by funds from the Job Training Partnership Act after eligibility determination.

Full-time equivalent (FTE) student enrollments in continuing education courses are measured at the point at which 20 percent of the total course hours has expired. If 20 percent of the course hours does not fall at the end of a class meeting, full-time equivalent student enrollment should be measured at the end of the class meeting in which 20 percent of the total number of course hours fall. If a student is not enrolled in the course at the 20 percent date, that student shall not be counted for State aid.

Full-time equivalent enrollment is to be reported to the State Board for Community Colleges within the fiscal year in which the courses are taught. Full-time equivalent enrollment in credit or equated credit courses that are conducted over the fiscal year-end shall be reported in the fiscal year in which the courses are predominantly taught.

Documentation

The college is to generate and maintain throughout each fiscal year documentation of the process of developing the SBCC-CC-3 report that is consistent with the institution's external and internal auditors' requirements.

Submission

The SBCC-CC-3 reports may be submitted to the State Board for Community Colleges throughout the fiscal year, but in no case later than July 5. For convenience, courses are normally submitted in the period in which they are taught and are therefore normally submitted on November 1, March 1, and July 5.

Detention - Courses designed for incarcerated persons.

Gifted and Talented - Courses designed for elementary or secondary school students identified by professionally qualified individuals as having outstanding abilities in the areas of (1) general intellectual abilities; (2) specific academic aptitudes; or (3) the creative, visual, or performing arts.

General - Courses designed for persons from the general public not identified in any other special population.

CERTIFICATION. The SBCC-CC-10 form must be originally signed and dated by the preparer and the continuing education dean of the college.

DATA MONITORING FORM
CONTINUING EDUCATION COURSES FOR STATE FUNDING
SBCC-CC-11

General

The purpose of the SBCC-CC-11, Data Monitoring Form - Continuing Education Courses for State Funding, is to simplify for both the community colleges and the State Board the recording of individual courses submitted for State funding and to transmit to the colleges the Board's decisions pertaining to course eligibility for State funding. The SBCC-CC-11 is used in conjunction with the SBCC-CC-10. The SBCC-CC-11 also is used to transmit college requests for deletion of courses from the Continuing Education Course Inventory.

The SBCC-CC-11 form appears in Appendix E. Copies are to be duplicated by the colleges for submission to the State Board. For courses that have multiple titles and numbers, all titles and numbers must be listed separately on the SBCC-CC-11 form.

Submission

The SBCC-CC-11, accompanied by the SBCC-CC-10 forms, is to be forwarded to the Director of Continuing Education, State Board for Community Colleges. Forms unaccompanied by an SBCC-CC-10 will be returned to the college.

The State Board will not make any changes or revisions on either the submitted SBCC-CC-11 or SBCC-CC-10 forms. If changes are required, the forms will be returned to the college.

Completion Criteria

Each SBCC-CC-11 must include all appropriate information for the submitted course and must be typewritten.

The SBCC-CC-11, indicating the State Board decision on each submitted course's eligibility, shall be returned to the college within 14 working days unless otherwise specified.

All changes to a college course inventory (new submission, resubmission, deletion, etc.) will be made to the Continuing Education Course Inventory as of the end of each calendar month. Colleges may request updated inventories.

DATA MONITORING FORM
CONTINUING EDUCATION COURSES FOR STATE FUNDING
SBCC-CC-11

Instructions for Completion

Both sides of the SBCC-CC-11 form are to be completed when necessary.

(Side 1)

(Side 1) DATA MONITORING FORM — NEW AND RESUBMISSIONS
CONTINUING EDUCATION COURSES FOR STATE FUNDING
MARYLAND COMMUNITY COLLEGES
FOR FISCAL YEAR ____

Date Entered in Computer: 1/29/88 Date Returned: 1/29/88 College: Chesapeake Bay

	(1) New Submission	(2) Resubmission	(3) Course Number	(4) Course Title	Course Hours	(5) Course Intent	Special Population	(6) SBCC Code	(7) Eligibility	(8) SBCC Comment	(9)	(10)
	X		BUS912	Supervisory Training	20	L	G					
	X		BUS913	Bookkeeping Techniques	36	A	G					
	X		CFL571	Sports Medicine Update	9	F	G					
	X		CFL575	Teen Pregnancy: Prevention Strategies	8	D	G					
5	X		CFL577	Special Topics for Day Care Professionals	8	A	G					
	X		COS341	Floriculture: Professional Techniques	7	A	G					
10												
15												
20												

No. of CC-10s Sent to SBCC: 6 Date: 1/4/88 Signature of Preparer: M. G. Haynes

SBCC-CC-11
Rev. 07-88

(1) New Submission. If the course has never been submitted to the State Board for review or has been submitted and returned to the college without action, check this column.

(2) Resubmission. If the course previously has been submitted for review and is currently listed as either "eligible" or "ineligible" for State aid in the Continuing Education Inventory, check this column.

(3) Course Number. Courses should be listed on this form in numerical order using this number.

(4) Course Title. The course title is the same title that appears on the SBCC-CC-10 form.

(5) Course Hours. The course hours are the same as on the SBCC-CC-10.

(6) Course Intent. Using the letters listed on Side 2 of the SBCC-CC-10, indicate the one area that is most representative of the course intent.

(7) Special Population. Using the letters listed on Side 2 of the SBCC-CC-10, indicate the special population that will be served by this course.

(8) SBCC Code. This section will be completed by the State Board for Community Colleges.

(9) Eligibility. This section will be completed by the State Board. The eligibility of a course for State aid shall be reflected by the following codes: (1) approved for State aid or (2) not approved for State aid.

(10) Comment. This section may be used by the State Board to indicate to the college the reason a specific course eligibility is in question.

(Side 2)

(Side 2) DELETIONS

DATA MONITORING FORM
CONTINUING EDUCATION COURSES FOR STATE FUNDING
MARYLAND COMMUNITY COLLEGES
FOR FISCAL YEAR ____

Date Deleted from Computer: 2/28/88 Date Returned: 2/28/88 College: Chesapeake Bay

(11) Deletion	(12) Course Number	(13) Fiscal Year	(14) Course Title	(15) Course Hours	(16) SBCC Comment
X	ENR938	88	Theater Arts Fundamentals	24	
X	LGA302	88	Beginning Portuguese I	18	
5					
10					
15					
20					

Date: 1/4/88 Signature of Preparer: M. G. Haynes

SBCC-CC-11
Rev. 07-88

(11) Deletions. If the course is to be deleted from the college inventory, check this column. List only the course number and course title. A course may not be deleted from a college continuing education inventory if any full-time equivalent students have been generated in this course during the current fiscal year.

(12) Course Number. Courses should be listed on this form in numerical order using this number.

(13) Fiscal Year. The fiscal year of most recent approval should be indicated.

(14) Course Title. The course title is the same as shown on the SBCC-CC-10.

(15) Course Hours. The course hours are the same as shown on the SBCC-CC-10.

(16) Comment. This section may be used by the State Board to indicate to the college the reason the deletion of the course is in question.

CERTIFICATION. The SBCC-CC-11 form must be originally signed and dated by the preparer.

RESUBMISSIONS

Ineligible Courses

Continuing education courses that have been denied approval for State funding may be resubmitted to the State Board. A new SBCC-CC-10 form must be completed for such a course with a new course number and descriptive information illustrating the conformity of course title, description, and objectives to one of the following State approved course intent areas:

vocational/technical
literacy
remedial
community development
consumer education
health care/science
licensure/certification
apprenticeship related instruction
business/industry training
certain nonrecreational courses
(which must be classified as general interest, general education, or family life)

The SBCC-CC-10 form must be accompanied by an SBCC-CC-11 form.

Eligible Courses

When any major element of a continuing education course is changed--for example, change in title or instructional activities, course objectives, course intent, course hours, etc.--a new SBCC-CC-10 with a new course number must be submitted.

When course hours for a continuing education course have been reduced by 25 percent or increased, a new SBCC-CC-10 form must be completed illustrating the change in the course content. The SBCC-CC-10 form must be accompanied by an SBCC-CC-11 form.

APPEAL PROCESS

A community college may appeal to the State Board for Community Colleges any course submitted but denied approval for State funding. The following are procedures for appeal.

(1) The college submits a written request for a reevaluation of the course to the State Board's Director of Continuing Education. Such request should be accompanied by appropriate supportive data.

(2) If the reevaluation results in disapproval, the Director of Continuing Education will apprise the Executive Director of the State Board for Community Colleges of the college's appeal and will present to the college and the Executive Director a written evaluation of the course.

(3) If after review by the Executive Director the course is still denied approval, the college has the prerogative to request a hearing before the State Board for Community Colleges. The college appeal shall be in the form of a written request for a Board hearing from the college President to the Executive Director of the State Board for Community Colleges.

CONTINUING EDUCATION COURSE INVENTORY

General

Data reported to the State Board on the SBCC-CC-10, Request for State Funding of A Continuing Education Course, and the SBCC-CC-3, Enrollment Report for (Equated Credit) Continuing Education Courses, are reported back to the colleges on the State Board Continuing Education Course Inventory and through reports generated by the continuing education management information system. These inventories provide listings of information for every eligible course submitted for State funding consideration.

The Continuing Education Course Inventory, sorted by course number, is forwarded to the colleges prior to each aid request submission. This inventory reflects the courses currently included in each college's active file. All items on the Course Inventory must correspond to the items on the individual college inventories. An inventory is also sent to each college after each aid payment. This inventory includes the posting of enrollment and full-time equivalent (FTE) students and should be reviewed course-by-course to insure that the FTE students have been posted correctly.

Inventory Files

Various management information reports derived from the continuing education course file are available upon request from the State Board. The reports can be produced for a particular college or for the entire State. Each report includes course title and other information concerning course intent and course enrollment. Each report contains a summary of enrollment and FTE broken down by course characteristics. Below is a brief description of each file.

Alpha File. A report of continuing education courses sorted alphabetically by course title.

Course Intent File. A report of continuing education courses by the intent of the course. The basis of this report is the twelve course intents listed on Side 2 of the SBCC-CC-10 form.

Special Population File. A report of continuing education courses by the special population served. This listing is based on the special populations listed on Side 2 of the SBCC-CC-10.

Statewide Summary Report. This report provides summary information on total full-time equivalent students, registrations, and courses for each college and statewide. This summary report is provided to each college after each pay period.

Subject Code File. The State Board classifies equated credit courses using a subject code, which systematizes the classification of

courses offered through the continuing education divisions of the seventeen Maryland community colleges. The subject taxonomy used is contained in Appendix C. A report using this subject taxonomy can be provided for an individual college and for the State.

"COURSE INTENT FILE REPORT"

03/29/88 SBCC INVENTORY OF CONTINUING EDUCATION COURSES PAGE 1

CHESAPEAKE BAY COMMUNITY COLLEGE

EQUATED FTE ARE FROM SPRING SESSION(S) OF THE 87-88 YEAR

FY	COURSE NUMBER	COURSE TITLE	CIP CODE	ELG	SPECIAL POPULATION	COURSE INTENT	STUDENT COUNT ELG	STUDENT COUNT NONELG	HOURS	EQUATED FTE
86	B/I105	PRINCIPLES OF REAL ESTATE	617	YES	NOT APPLICABLE	LIC/CERT	27	4	54	3.24
86	B/I114	SETTLEMENT AND TITLE SEARCH PROCEDURES	617	YES	NOT APPLICABLE	LIC/CERT	0	0	8	0.00
86	B/I115	LEGAL UPDATE FOR REALTORS	617	YES	NOT APPLICABLE	LIC/CERT	0	0	8	0.00
87	C/S202	SANITARY TECHNOLOGY: WATER	1505	YES	NOT APPLICABLE	LIC/CERT	0	0	36	0.00
86	CHE102	ADV CARDIAC LIFE SUPPORT RECERTIFICATION	1702	YES	NOT APPLICABLE	LIC/CERT	0	0	12	0.00
87	CHE136	EMERGENCY MED TECH-AMBULANCE REVIEW COURSE	1702	YES	NOT APPLICABLE	LIC/CERT	0	0	15	0.00
88	CHE202	REVIEW FOR ANA CERT EXAM IN MED-SURG NURSING	1800	YES	NOT APPLICABLE	LIC/CERT	0	0	17	0.00
88	CHE222	PREP FOR THE N-CLEX: ANALYSIS AND REVIEW	1800	YES	NOT APPLICABLE	LIC/CERT	3	0	6	0.04
88	CHE229	ADVANCED NURSING: RESPIRATORY UPDATE	1800	YES	NOT APPLICABLE	LIC/CERT	0	0	5	0.00
88	CHE230	ADVANCED NURSING: ASSESSING AND MANAGING PAIN	1800	YES	NOT APPLICABLE	LIC/CERT	0	0	5	0.00
86	CHE746	STATE BRD EXAM REVIEW/NURSES: PHARMACOLOGY	1814	YES	NOT APPLICABLE	LIC/CERT	0	0	8	0.00
86	CHE747	STATE BRD EXAM REVIEW/NURSES: OBSTET/GYNECOL	1810	YES	NOT APPLICABLE	LIC/CERT	0	0	8	0.00
86	CHE748	STATE BRD EXAM REVIEW FOR NURSES: NUTRITION	1706	YES	NOT APPLICABLE	LIC/CERT	0	0	8	0.00
88	CHE762	FIRST AID TRAINING	1700	YES	NOT APPLICABLE	LIC/CERT	0	0	8	0.00
87	CHE765	BASIC CARDIAC LIFE SUPPORT (CPR) RECERT TRNG	1702	YES	NOT APPLICABLE	LIC/CERT	0	0	10	0.00
88	CHE770	CARDIAC RESCUE TECHNICIAN (CRT) TRAINING	1700	YES	NOT APPLICABLE	LIC/CERT	11	1	218	5.33
87	CHE772	STATE BOARD EXAM REVIEW/NURSES: PHARMACOLOGY	1814	YES	NOT APPLICABLE	LIC/CERT	0	0	11	0.00
87	CHE773	APPLIED FOOD SERVICE SANITATION	2004	YES	NOT APPLICABLE	LIC/CERT	0	0	20	0.00
88	CHE802	CPR INSTRUCTORS TRAINING	1700	YES	NOT APPLICABLE	LIC/CERT	0	0	24	0.00
86	CHE902	REGISTRY REVIEW FOR MED LAB TECH GRADS	1703	YES	NOT APPLICABLE	LIC/CERT	0	0	15	0.00
86	CHE938	EMERGENCY MEDICAL TECH-INSTRUCTORS SKLS TRNG	1702	YES	NOT APPLICABLE	LIC/CERT	0	0	14	0.00
86	CHE939	EMERGENCY MED TECH: AMBULANCE TRAINING	1702	YES	NOT APPLICABLE	LIC/CERT	0	0	100	0.00
86	CHE959	DENTAL HYGIENE REVIEW COURSE	1701	YES	NOT APPLICABLE	LIC/CERT	30	2	65	4.16

"STATEWIDE SUMMARY REPORT"

STATE-SUMMARY - ALL COLLEGES

COLLEGE TOTALS	BY COURSE:		BY FTE:		BY STUDENTS:	ELIG	INELIG
	SUMMER	0	SUMMER	0.00	SUMMER	0	0
	FALL	1768	FALL	3915.40	FALL	64115	2556
	SPRING	0	SPRING	0.00	SPRING	0	0
	OTHER	0	OTHER	0.00	OTHER	0	0
	TOTAL	1768	TOTAL	3915.40	TOTAL	64115	2556

	CURRENT PAYMENT PERIOD: FALL								YEAR-TO-DATE-TOTALS							
	COURSES	PCT	FTE	PCT	STUDENTS ELIG	PCT	STUDENTS INELG	PCT	COURSES	PCT	FTE	PCT	STUDENTS ELIG	PCT	STUDENTS INELG	PCT
BY POPULATION																
SENIOR ADULT	237	13	1600.41	40	28274	44	758	29	237	13	1600.41	40	28274	44	758	29
HANDICAPPED	58	3	127.44	3	2222	3	13		58	3	127.44	3	2222	3	13	
DISADVANTAGED	24	1	65.73	1	631		16		24	1	65.73	1	631		16	
JTPA/FEDERAL	114	6	286.27	7	3059	4	26	1	114	6	286.27	7	3059	4	26	1
DETENTION	4		9.04		68		0		4		9.04		68		0	
TALENT & GIFTED	32	1	35.74		578		53	2	32	1	35.74		578		53	2
NOT APPLICABLE	1299	73	1790.77	45	29283	45	1690	66	1299	73	1790.77	45	29283	45	1690	66
TOTAL	1768		3915.40		64115		2556		1768		3915.40		64115		2556	
BY INTENT																
VOC/TECH	758	42	1023.09	26	15787	24	889	34	758	42	1023.09	26	15787	24	889	34
REMEDIAL	124	7	285.42	7	2795	4	113	4	124	7	285.42	7	2795	4	113	4
COMM DEVELOPMNT	0		11.60		249		3		0		11.60		249		3	
CONSUMER	30	1	30.33		868	1	45	1	30	1	30.33		868	1	45	1
HEALTH/SCIENCE	93	5	418.48	10	10414	16	314	12	93	5	418.48	10	10414	16	314	12
GENL INTEREST	165	9	1083.02	27	17159	26	333	13	165	9	1083.02	27	17159	26	333	13
LIC/CERT	150	8	292.36	7	3765	5	197	7	150	8	292.36	7	3765	5	197	7
GENL EDUCATION	305	17	495.81	12	9806	15	616	24	305	17	495.81	12	9806	15	616	24
FAMILY/LIFE	5		3.64		91		5		5		3.64		91		5	
APPRENTICE	65	3	163.00	4	1309	2	23		65	3	163.00	4	1309	2	23	
BUS/INDUS TRNG	65	3	108.65	2	1872	2	18		65	3	108.65	2	1872	2	18	
TOTAL	1768		3915.40		64115		2556		1768		3915.40		64115		2556	

THE ABOVE COLLEGE SUMMARY DATA ONLY REFLECTS THOSE ELIGIBLE COURSES THAT GENERATED FTE FOR THE PAYMENT PERIOD(S) BEING REPORTED

TOTAL REVIEWED CONTINUING EDUCATION COURSES : 9590

TOTAL ELIGIBLE COURSES : 9333
TOTAL INELIGIBLE COURSES : 257

ENROLLMENT REPORT
FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES
SBCC-CC-3

General

State reimbursement for continuing education courses is computed on the basis of enrollment data in approved courses. The SBCC-CC-3 report is used by the community colleges for submitting enrollment in continuing education (equated credit) courses which previously have been approved for funding by the State Board.

A relationship exists between the SBCC-CC-3 report and the SBCC-CC-10. Each course element--number, title, and hours on the SBCC-CC-3 report must match each course element on the approved SBCC-CC-10. Therefore, data entries from the SBCC-CC-10 affect the payment of State aid based on the SBCC-CC-3 submissions. The State Board for Community Colleges authorizes payment to the college for continuing education enrollment based on the hard copy of the certified SBCC-CC-3 report. These hard copy certified SBCC-CC-3 reports and accompanying computer input tapes must reconcile. If they do not reconcile, the State Board will notify the college and request a corrected computer input tape.

The SBCC-CC-3 and Amended Copy forms appear in Appendix E. The college is to duplicate these forms to complete and submit to the State Board.

Certification

Certification is the act whereby a community college requesting State aid certifies (1) that individual students have met age, tuition residency, and enrollment requirements and (2) that courses have met the criteria under which they were approved and are eligible to be submitted to the State Board for State aid.

Certification of the SBCC-CC-3 report requires original signatures of both the college president and the continuing education dean. The college name, aid period, and fiscal year must be accurately inserted in the certification statement.

Timing and Cutoff

For continuing education courses, instructional time is measured in terms of 50-minute course hours (excluding lunch and other breaks) in which there is direct faculty-student contact. However, if a course actually meets 60 minutes each instructional hour, the college may multiply the 50-minute periods by 1.2 to derive the continuing education course hours reflected on the SBCC-CC-10.

ENROLLMENT REPORT
FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES
SBCC-CC-3

Instructions for Completion

Prior to completing the Form SBCC-CC-3, the State Board for Community Colleges will forward a Continuing Education Course Inventory. The college must then verify that all new course submissions have been added correctly to the State Board file; specifically, that all course elements--number, title, and hours--in the State Board Inventory match the course elements of the approved SBCC-CC-10. Courses listed on the SBCC-CC-3 must have been approved by the State Board for Community Colleges prior to the SBCC-CC-10 closing date for that aid payment. Course approval is not retroactive. The college shall also verify that the elements of their college's continuing education course inventory are identical to those of the State. Should an error be found in the State Board's Continuing Education Course Inventory, the error must be reported in writing immediately to the State Board.

(1) Aid Period. The college is to indicate the time of year (Fall, Spring, or Summer) for which State aid is being requested by checking one of the three choices listed at the upper left corner of the SBCC-CC-3. State law requires the State Board to make State aid payments to the colleges in November, March, and July.

(2) Course Number. This is the college assigned course number under which the continuing education course is to be offered for an approved period of two years or less. No two courses may have the same course number. If a course has multiple titles, each title must have a unique course number. This exact same number appears on the SBCC-CC-10. Courses are to be listed in numerical (course number) order.

Section Number. This is a college-assigned number or letter to distinguish different offerings of the same course.

Course Title. This is the college assigned course title reported on the SBCC-CC-3 report that corresponds to the title listed on the SBCC-CC-10. Discrepancies between the submitted SBCC-CC-3 report course title and the course title listed on the State Board Course Inventory must be reconciled by verification of the approved SBCC-CC-10 on file for the disputed course title.

(3) Total Course Hours. These are the actual hours of instruction delivered by the college for each course reported on the SBCC-CC-3. These hours must correspond to those hours approved on the SBCC-CC-10. Payment may not be made for any continuing education course whose hours

are 25 percent below or any number above the hours listed on the approved SBCC-CC-10. Additionally, payment may not be made for any continuing education course whose hours are less than five contact hours.

(4) Equated Course Hours. Equated course hours are calculated by dividing the total course hours by 15 and rounding to two decimal places. The following decimal rounding technique is used by the State Board in its calculation of this item:

Illustration of Decimal Rounding

Round .444 to two decimals = .44
Round .445 to two decimals = .45
Round .446 to two decimals = .45
If the third place decimal is 4 or less, simply drop it
(e.g., .444 = .44)
If the third place decimal is 5 or more, round up
(e.g., .455 = .46)

(5) Eligible Maryland Resident. Only Maryland residents who have registered prior to the 20 percent point and who are enrolled at the 20 percent point shall be claimed for State aid purposes.

In courses approved for special student populations, the State makes payment only for the special interest group participants. Such courses are deemed eligible for these students.

(6) Ineligible Student. Students who have not registered prior to the 20 percent point, who are not enrolled at the 20 percent point, and who are categorized as out-of-state or foreign students are deemed to be ineligible students.

(7) FTE Student. The result of column 3 times column 4 divided by 30 equals the FTE student, rounded and carried out to two decimal places.

(8) Percent Aid Requested. Each college must identify for all submitted courses the percent aid requested per individual course or course section (0-100%). Enrollment data for students, who are subject to COMAR 13C.01.01.04H for State or federally funded contracts or other policies, may be reported using the percent aid option.

(9) FTE for State Aid. This is the result of column 6 times column 7, rounded and carried out to two decimal places.

CERTIFICATION. The SBCC-CC-3 report must be originally signed and dated by the continuing education dean and the president of the college.

ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES
MARYLAND COMMUNITY COLLEGES

Aid Period: Fall X Spring ___ Summer ___ Chesapeake Bay Community College

	COL 1		COL 2	COL 3	COL 4	COL 5	COL 6	COL 7	COL 8
	COURSE NUMBER	SECTION NUMBER / COURSE TITLE	TOTAL COURSE HOURS	(COL 2 / 15) EQUATED COURSE HOURS	ELIGIBLE MARYLAND RESIDENT	INELIGIBLE STUDENT	(COL 3 X COL 4 /30) FTE STUDENT	PERCENT AID REQUESTED	FTE FOR STATE AID
19	B/I136	012 PERS/PERSON COMM & PROF'AL SELLING STRATEGIES	34.0	2.27	8		.61	100	.61
20	B/I137	006 TIRE SALES ADMINISTRATION TRAINING	34.0	2.27	9		.68	100	.68
21	B/I137	007 TIRE SALES ADMINISTRATION TRAINING	34.0	2.27	15		1.14	100	1.14
22	B/I139	009 TIRE TECHNOLOGY AND SALES TRAINING	34.0	2.27	15		1.14	100	1.14
23	B/I140	010 BUSINESS MANAGEMENT AND CREDIT TRAINING	34.0	2.27	14		1.06	100	1.06
24	B/I140	011 BUSINESS MANAGEMENT AND CREDIT TRAINING	34.0	2.27	7		.53	100	.53
25	B/I141	011 PASSENGER & LIGHT TRUCK TIRE TRAINING	38.0	2.53	11		.93	100	.93
26	B/I141	012 PASSENGER & LIGHT TRUCK TIRE TRAINING	34.0	2.27	13		.98	100	.98
27	B/I142	008 MARKETING AND ADVERTISING TRAINING	38.0	2.53	11		.93	100	.93
		TOTALS	4268.90	284.56	2025		128.28		127.91

INSTRUCTIONS: Column 1--the course number and section number should each contain no more than six (6) characters; the course title should be abbreviated to no more than 45 characters. Column 3--divide column 2 by 15 and enter the result of this division. Column 6--multiply the equated credits (column 3) by the number of eligible Maryland residents (column 4), divide this product by 30 and enter the result. Column 6 should show two decimal places. Column 7--should show the percent aid requested; 0-100 percent, no decimals. Column 8--should show two decimal places.

CERTIFICATION OF MARYLAND STUDENTS FOR STATE AID

This is to certify that Chesapeake Bay *Community College is eligible for State aid for the Maryland residents enrolled in courses approved by the State Board for Community Colleges reported above for the* Fall *aid period of fiscal year 19* 88*, computed in accordance with the above instructions. I do solemnly declare and affirm under the penalties of perjury that the contents of the foregoing document are true and correct to the best of my knowledge and belief and that the submission conforms to provisions of the General Policies of the State Board for Community Colleges and applicable statutes.*

Wm. T. Brown 10/27/88
Signature of Continuing Education Dean *Date*

Sally L. Smith 10/28/88
Signature of President *Date*

SBCC-CC-3
Rev. 07-88

Amended Report

When data for a course/section submitted in one aid period need to be changed, that course/section change shall be submitted during the next aid period within a fiscal year. If the discrepancy in data requires the addition of students, the additional data shall be submitted on the next report. If the discrepancy in data requires the subtraction of students, an amended SBCC-CC-3 report shall be submitted to the State Board for Community Colleges using the following procedures:

- Prepare a hard copy SBCC-CC-3 report labeled "amended report" indicating the aid period for which the revision is being submitted;
- Indicate the original data on one line and corrected data on the next line;
- If all eligible students are being deleted from a section, indicate in parentheses on the "revision" line the same number listed on the "original" line; (Courses on an amended report are to be listed in numerical (course number) order.)
- Do not total any columns on amended reports. Adjustments are to be made to the end-of-year freeze file for which the revision is being made and change students or courses as needed.

Any errors or omissions on any previously filed SBCC-CC-3 enrollment reports discovered by the audit of FTEs shall be disclosed on Exhibit XII of the SBCC-CC-4, Annual Financial Report. When additional full-time equivalent students are claimed as a result of the audit, the college must submit a properly executed SBCC-CC-3 report for the net change for each aid period to substantiate this claim along with the SBCC-CC-4 report.

A completed sample of an amended hard copy SBCC-CC-3 form is shown below

AMENDED COPY

ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES
MARYLAND COMMUNITY COLLEGES

Aid Period: Fall x Spring ____ Summer ____ *Chesapeake Bay* Community College

	Col. 1			Col. 2	Col. 3 (Col. 2 ÷ 15)	Col. 4	Col. 5	Col. 6 (Col. 3 x Col. 4 ÷ 30)	Col. 7	Col. 8
	Continuing Education Courses									
	Course Number	Section Number	Course Title	Total Course Hours	Equated Course Hours	Eligible Maryland Residents	Ineligible Students	FTE Students	Percent Aid Requested	FTE for State Aid
Orig.	*AB-09*	*2*	*First Aid*	*9.0*	*.60*	*15*	*6*	*.30*	*100*	*.30*
Rev.	*AB-09*	*2*	*First Aid*	*9.0*	*.60*	*13*	*8*	*.26*	*100*	*.26*
Orig.	*CF-04*	*3*	*Communication Techniques for Managers*	*19.2*	*1.28*	*33*	*12*	*1.41*	*100*	*1.41*
Rev.	*CF-04*	*3*	*Communication Techniques for Managers*	*19.2*	*1.28*	*32*	*13*	*1.36*	*100*	*1.36*
			TOTALS							

INSTRUCTIONS: Column 1--the course number and section number should each contain no more than six (6) characters; the course title should be abbreviated to no more than 45 characters. Column 3--divide column 2 by 15 and enter the result of this division. Column 6--multiply the equated credits (column 3) by the number of eligible Maryland residents (column 4), divide this product by 30 and enter the result. Column 6 should show two decimal places. Column 7--should show the percent aid requested; 0-100 percent, no decimals. Column 8--should show two decimal places.

CERTIFICATION OF MARYLAND STUDENTS FOR STATE AID

This is to certify that Chesapeake Bay *Community College is eligible for State aid for the Maryland residents enrolled in courses approved by the State Board for Community Colleges reported above for the* Spring *aid period of fiscal year 19* 88, *computed in accordance with the above instructions. I do solemnly declare and affirm under the penalties of perjury that the contents of the foregoing document are true and correct to the best of my knowledge and belief and that the submission conforms to provisions of the General Policies of the State Board for Community Colleges and applicable statutes.*

Wm. J. Brown 2-29-88
Signature of Continuing Education Dean *Date*

Sally L. Smith 2-29-88
Signature of President *Date*

SBCC-CC-3
Rev. 07-88

A completed sample of an amended hard copy SBCC-CC-3 form is shown below (deletion of all previous FTEs).

AMENDED COPY

ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES
MARYLAND COMMUNITY COLLEGES

Aid Period: Fall x Spring ___ Summer ___

Chesapeake Bay Community College

	Col. 1			Col. 2	Col. 3 (Col. 2 ÷ 15)	Col. 4	Col. 5	Col. 6 (Col. 3 x Col. 4 ÷ 30)	Col. 7	Col. 8
	Continuing Education Courses									
	Course Number	Section Number	Course Title	Total Course Hours	Equated Course Hours	Eligible Maryland Residents	Ineligible Students	FTE Students	Percent Aid Requested	FTE for State Aid
Orig.	*AB-09*	*2*	*First Aid*	*9.0*	*.60*	*15*		*.30*	*100*	*.30*
Rev.	*AB-09*	*2*	*First Aid*	*9.0*	*.60*	*(15)*		*(.30)*	*100*	*(.30)*
Orig.	*CF-04*	*3*	*Communication Techniques for Managers*	*19.2*	*1.28*	*33*		*1.41*	*100*	*1.41*
Rev.	*CF-04*	*3*	*Communication Techniques for Managers*	*19.2*	*1.28*	*(33)*		*(1.41)*	*100*	*(1.41)*
			TOTALS							

INSTRUCTIONS: Column 1--the course number and section number should each contain no more than six (6) characters; the course title should be abbreviated to no more than 45 characters. Column 3--divide column 2 by 15 and enter the result of this division. Column 6--multiply the equated credits (column 3) by the number of eligible Maryland residents (column 4), divide this product by 30 and enter the result. Column 6 should show two decimal places. Column 7--should show the percent aid requested; 0-100 percent, no decimals. Column 8--should show two decimal places.

CERTIFICATION OF MARYLAND STUDENTS FOR STATE AID

This is to certify that Chesapeake Bay *Community College is eligible for State aid for the Maryland residents enrolled in courses approved by the State Board for Community Colleges reported above for the* Spring *aid period of fiscal year 19* 88, *computed in accordance with the above instructions. I do solemnly declare and affirm under the penalties of perjury that the contents of the foregoing document are true and correct to the best of my knowledge and belief and that the submission conforms to provisions of the General Policies of the State Board for Community Colleges and applicable statutes.*

Wm. T. Brown 2-29-88
Signature of Continuing Education Dean *Date*

Sally L. Smith 2-29-88
Signature of President *Date*

SBCC-CC-3
Rev. 07-88

CONTINUING EDUCATION
STUDENT INFORMATION SYSTEM

The Continuing Education Student Information System provides for data tape transmission of information on continuing education registrants. Specifically, the system is designed to:

- o Assist with preparation of the SBCC-CC-3 and the Enrollment Report for (Equated Credit) Continuing Education Courses;
- o Provide basic demographic data for the population served;
- o Provide a record of the registrations and courses from which the State aid request is generated.

Overall Design

Figure 1 shows the overall data flow in this system. At each of the three State aid pay periods, the college student data base for continuing education courses is "frozen." At the end of the fiscal year, these frozen files are copied to the End-of-Year Student Freeze File and submitted to the State Board for Community Colleges.

Figure 2 illustrates the system flow for each pay period. The college's student data file is derived from the college data base of continuing education registrations. The first program in the system reformats and translates college data to a standard format. For example, if sex is coded "M" or "F" in the college data files, the translation-edit program will change each occurrence of "M" to "1" and "F" to "2". In addition, the program will move the code to a proper location in the standard record. An error report and frequency count on all variables is printed.

After errors have been corrected and optional overrides have been entered for student characteristics on the college student data base, a final version of the student file is produced. The standard student file is then combined with the course eligibility file and the SBCC-CC-3 report is prepared. This program also produces a summary tape file with SBCC-CC-3 information which is sent to the State Board with the signed original SBCC-CC-3 report.

After the SBCC-CC-3 report has been produced and transmitted, the combined student and course file is frozen until submission to the State Board at the end of the fiscal year.

At the end of the fiscal year, the college continuing education frozen files from each pay period are combined into a cumulative file and submitted to the State Board. This file is processed at the State level to produce reports on student demographics and enrollment for the fiscal year.

Eligibility Criteria and Override Options

In the program that produces the SBCC-CC-3 enrollment and State aid request, the eligibility of each student is determined on the basis of age, residence, employee/dependent status, and course registration date. Occasionally, information concerning a student's eligibility will be available in the college continuing education office which qualifies information on the college data file.

When conditions are known that qualify the student's eligibility, the college can override the data element and make the student eligible or ineligible despite the student record. For example, the SBCC-CC-3 report program would classify anyone less than 16 years old as ineligible. If a person was less than 16 but in a Gifted and Talented program, the student would be eligible for State aid. The age on the student record would not need to be changed but could be overridden. For audit purposes, documentation that justifies the use of these overrides should be retained.

File Layout Information

There are four primary files in the system: two input files and two output files. The input files are the college student data file and the college course data file. The output files are the student and course data file and the course summary file.

Reconciliation

The State Board for Community Colleges authorizes payment to the college for continuing education enrollment based on the certified SBCC-CC-3 (hard copy). Requests for State aid are to be received by the State Board no later than November 1, March 1, and July 5 of each year. These SBCC-CC-3 reports and the final accounting tape must reconcile. If they do not reconcile, the State Board will notify the college to send a corrected tape. If a college continues to use a college-produced program or a manual system to generate the SBCC-CC-3 report, this report should be compared at each pay period with the reports that are produced by the State Board programs. Any differences between these reports should be identified and resolved prior to the final accounting run and before the End-of-Year student file is submitted to the State Board.

Figure 1

CONTINUING EDUCATION SYSTEM OVERVIEW
MARYLAND COMMUNITY COLLEGES

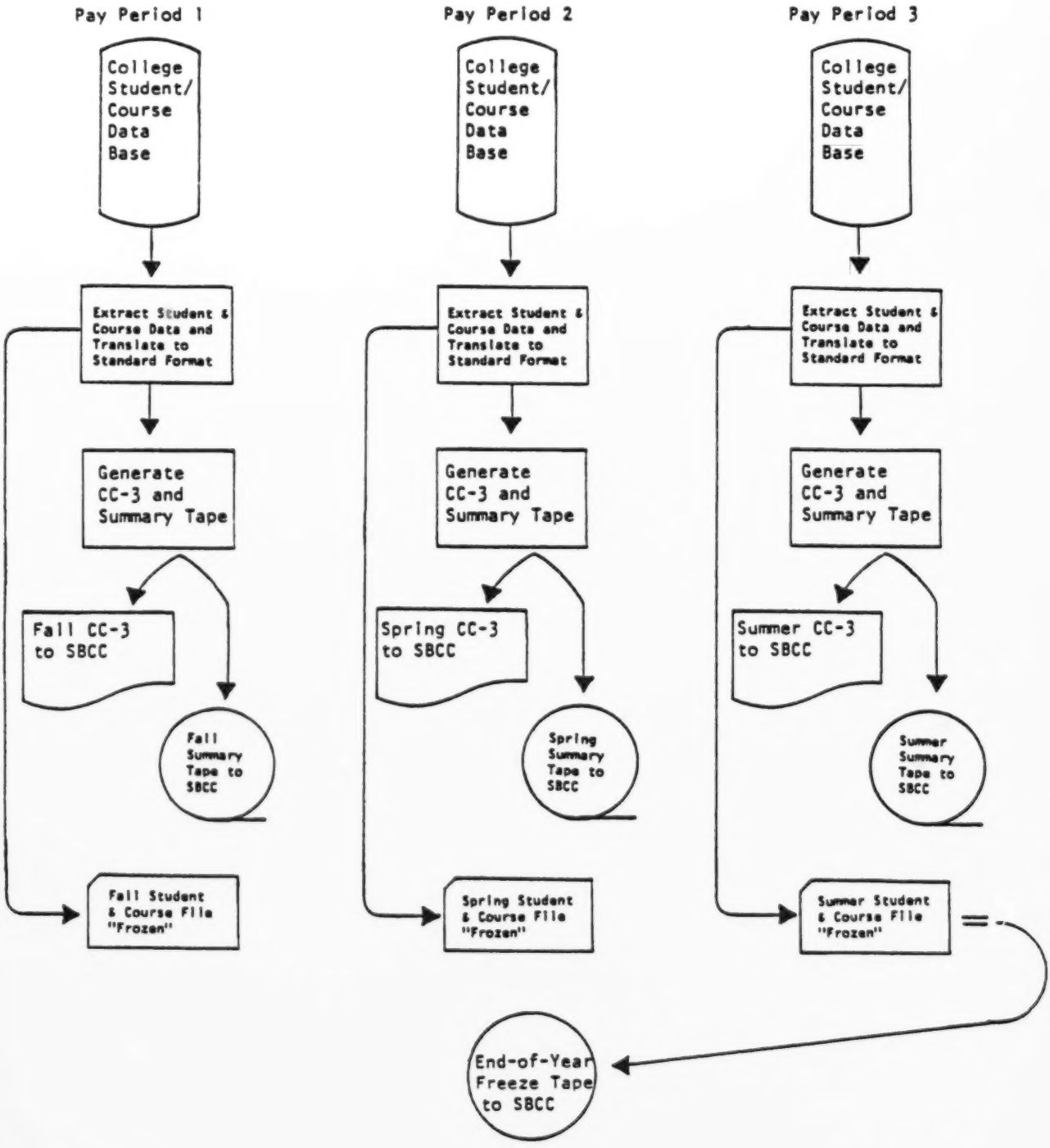
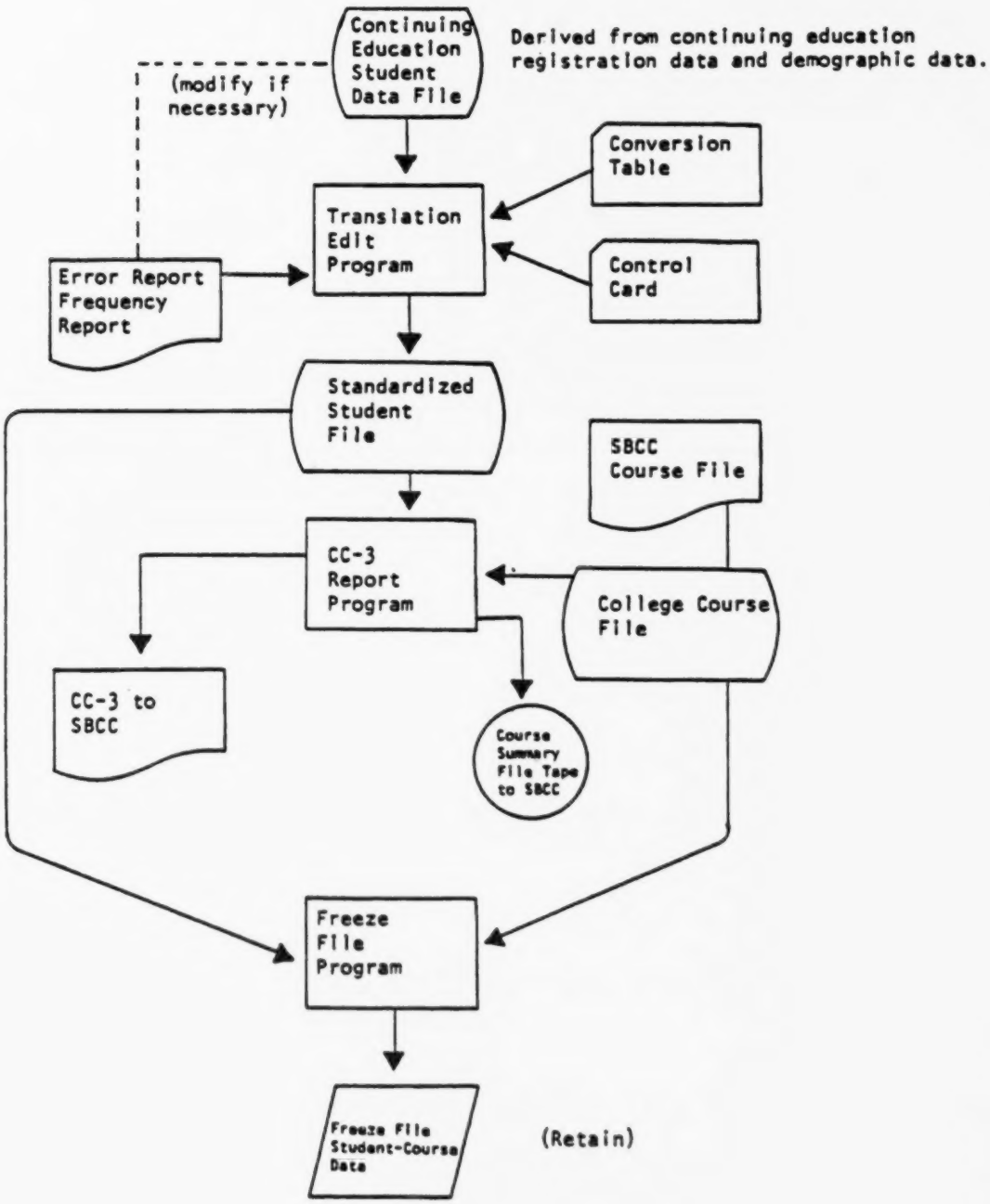

Pay Period 1
Pay Period 2
Pay Period 3
College Student/ Course Data Base
College Student/ Course Data Base
College Student/ Course Data Base
Extract Student & Course Data and Translate to Standard Format
Extract Student & Course Data and Translate to Standard Format
Extract Student & Course Data and Translate to Standard Format
Generate CC-3 and Summary Tape
Generate CC-3 and Summary Tape
Generate CC-3 and Summary Tape
Fall CC-3 to SBCC
Spring CC-3 to SBCC
Summer CC-3 to SBCC
Fall Summary Tape to SBCC
Spring Summary Tape to SBCC
Summer Summary Tape to SBCC
Fall Student & Course File "Frozen"
Spring Student & Course File "Frozen"
Summer Student & Course File "Frozen"
End-of-Year Freeze Tape to SBCC

Figure 2

CONTINUING EDUCATION SYSTEM FLOW EACH PAY PERIOD
MARYLAND COMMUNITY COLLEGES



INPUT FILES

Student Data File

The Student Data File is either an actual file in the college's existing data system or is a file derived from files in the college's existing data system. The file may be in the format normally used by the college using acceptable college codes. The first program in the system will change the file into standardized codes and format. The input file must contain one record for each course a student takes. If a particular student has registered for three courses, there will be three records for that student. The record must contain a student identification, the course number, and the course section. If the student is to be eligible for State aid, the record must contain either enough demographic data to establish eligibility or enough eligibility override flags to establish eligibility.

There is no specified format or layout for this college file. However, it should be possible to derive the following data elements from information in the file:

- Identification Data:

  student identification
  course number
  course section

- Demographic/Eligibility Data:

  birth date
  residence
  employee/dependent status
  course registration data
  sex (not used to determine eligibility)
  race (not used to determine eligibility)

- Eligibility Override Data:

  age
  residence
  employee/dependent status
  master
  20 percent
  (If there is no registration date on file for a student, this field can be used to indicate the student was registered as of the 20 percent date.)

  The eligibility override data elements are optional and are used only if other data are not sufficient to determine eligibility or if an exception is to be made. Documentation supporting these exceptions should be retained by the college.

Course Data File

The Course Data File is a file prepared each pay period (November, March, and July). There should be one record for each course section offered during the pay period plus any course sections not submitted for the previous pay period within the current fiscal year.

Data Element	Description	Column
Eligibility Code	SBCC eligibility code 1 = Eligible 2 = Not eligible	1
Special Status	Special status eligibility code 1 = Senior citizen course	2
Course Name	Name as it appears on the SBCC Continuing Education Course Inventory	3-50
Course Number	Course number as it appears on the SBCC Continuing Education Course Inventory	51-56
Section Code	Course section (Necessary because different sections often have different parameters, such as, course hours, starting time, course 20% date)	57-62
Course Hours	Course hours this occurrence * (One decimal place implied)	63-68
Course 20% Date	MMDDYY	69-74
Percent Aid Requested	000 - 100	75-77
Submit this Pay Period	Y = yes N = no	78

* Each eligible course is approved for a given number of hours. The course hours for this occurrence cannot exceed that number and should not be less than 75 percent of the approved number of hours.

OUTPUT FILES

Student and Course Data File

One record per student per course section is prepared by the system from the two input files (Course Data File and Student Data File) to compile the Student and Course Data File. The Student and Course Data output file is frozen at each pay period. A cumulative copy of this file is sent to the State Board for Community Colleges at the end of the fiscal year.

The following data elements shall appear on each student record:

Data Element	Description	Column
Payment Period	1 = Fall 2 = Spring 3 = Summer 4 = Other	1
Fiscal Year	YY	2-3
Blank	Blank	4
College ID	Federal Interagency FICE Code	5-10
Campus Code	Optional	11
Student ID	Student identification (Social Security number)	12-20
Blank	Blank	21
Course Number	Course number as it appears on the SBCC Continuing Education Course Inventory	22-27
Course Section	Section code (Must be unique during fiscal year)	28-33
Birth Date	MMDDYYYY (i.e., 03291943 = March 29, 1943)	34-41
Residence	000 = Unknown 001 = Foreign 100 = U. S. not Maryland 200 = Maryland but county unknown 201-224 = Maryland county (Standard Maryland county codes)	42-44
Employee/ Dependent Status	1 = Neither employee nor dependent of employee 2 = Employee/dependent of employee	45

Course Registration Date	Date student registered for course MMDDYY	46-51
Sex	1 = Male 2 = Female 3 = Unknown, male assigned 4 = Unknown, female assigned	52
Race/Ethnic	1 = Black, non-Hispanic 2 = American Indian 3 = Asian 4 = Hispanic 5 = White, non-Hispanic 6 = Non-resident alien 7 = Other 8 = Unknown	53
Age Override	Blank = Keep same eligibility as calculated from demographic data E = Make student eligible on this variable regardless of demographic data I = Make student ineligible for aid on this variable regardless of demographic data	54
Residence Override	(Same as above)	55
Employee/Dependent Status Override	(Same as above)	56
Course 20% Date Override	(Same as above)	57
Master Override	(Same as above, but overrides both the demographic data and all previous student overrides for a final eligibility determination)	58
Course 20% Date	From Course File: MMDDYY	59-64
Course Hours	From Course File (One decimal place implied)	65-70
Percent Aid Requested	From Course File: 000-100%	71-73
Course Eligibility Code	1 = Eligible 2 = Not eligible	74
Course Special Status	1 = Senior citizen course	75

Course Summary File

The Course Summary File is a file containing a single record for each course and section submitted during a pay period. The file contains the information on the SBCC-CC-3 report and is submitted with the SBCC-CC-3 at the end of each pay period.

Data Element	Description	Column
Report Number	03	1-2
Blank	Blank	3
Course Name	Abbreviated Continuing Education Course Inventory name (15 characters)	4-18
Course Number	Course number as it appears on the SBCC Continuing Education Course Inventory	19-24
Section Number	Must be unique during fiscal year	25-30
Total Course Hours	Two decimal places implied (right justified)	31-36
Equated Course Hours	Two decimal places implied (right justified)	37-42
Number of Eligible Students		43-46
Blank	Blank	47-50
FTE Students	Two decimal places implied (FTE regardless of percent aid requested)	51-54
Percent Aid Requested	Percent aid requested for course	55-57
Course 20% Date	MMDDYY	58-63
Submit	Submit this aid pay period Y = Yes N = No	64
Special Status	Special status eligibility code 1 = Senior citizen course	65
Ineligible Student		66-68
Blank	Blank	69-80

BIENNIAL REVIEW PROCESS

General

Continuing education courses that meet State Board for Community Colleges criteria for State support generally are approved for two fiscal years.

It should be noted that the State Board reserves the right to modify course approval criteria to maintain the integrity of the continuing education system for funding purposes.

Procedure

Upon course approval expiration, the biennial review process proceeds as follows.

(1) In January of each year, two listings of courses to be reviewed are forwarded to each college. The active course inventory identifies each course that has generated full-time equivalent students (FTEs) during the previous two fiscal years and the Fall aid payment period of the current fiscal year. The inactive course inventory identifies each course that has not generated FTEs during the same period.

(2) The college will review course descriptions, objectives, hours, intent, and special population for all courses on the active course inventory that are generating FTE students.

(3) The following procedures are to be followed by the college when checking the active course inventory:

    (a) Line out the FTE generating courses that the institution does not want continued into the next fiscal year;

    (b) If necessary, write in the appropriate letter designating changes in the course intent and/or special population;

    (c) Duplicate the active course inventory and retain the copy in a reference file;

    (d) Mail the original active course inventory to the State Board by January 31;

    (e) If there are no college deletions or changes in course intent and/or special population or if all courses are to be deleted from the active course inventory, submit a brief memorandum so stating.

(4) The college retains the inactive course inventory in a reference file.

(5) After the active course inventory is received by the State Board, the following courses will be deleted from each college inventory following the processing of the Summer aid payment:

(a) Courses that the college requests to be deleted from the active course inventory after the college reevaluation process;

(b) Courses on the active inventory that have been designated as "ineligible";

(c) Courses on the active course inventory that do not meet current funding criteria;

(d) All courses on the inactive course inventory.

(6) All courses remaining on the active course inventory will be designated with the current fiscal year and approved eligibility codes following the processing of the Summer aid payment.

REPORT OF ALL NON-STATE AID CONTINUING EDUCATION FULL-TIME EQUIVALENT STUDENTS, REGISTRATIONS, AND COURSES SBCC-CC-13

General

Data on continuing education courses for which State funding is not paid are to be maintained by the college in a format that would allow for manual reporting of the total number of full-time equivalent students, registrations, and courses by fiscal year.

Submission

The SBCC-CC-13 form, Report of All Non-state Aid Continuing Education Full-time Equivalent Students, Registrations, and Courses, on which to report these data for the previous fiscal year appears in Appendix E. Copies are to be duplicated by the colleges for submission to the State Board. The SBCC-CC-13 form is due in the State Board office by August 1.

Instructions for Completion

In July of each year, the college must extract from its continuing education data system the total number of full-time equivalent students, registrations, and courses for the previous fiscal year. These total numbers are to be inserted onto the SBCC-CC-13 form after completing the college name and fiscal year sections of the form. The preparer and continuing education dean must date and sign the SBCC-CC-13 form before forwarding it to the State Board for Community Colleges. The form is to be received at the State Board offices on or prior to August 1.

REPORT OF ALL NON-STATE AID CONTINUING EDUCATION FULL-TIME EQUIVALENT STUDENTS, REGISTRATIONS, AND COURSES MARYLAND COMMUNITY COLLEGES

College: Chesapeake Bay

Fiscal Year 1988

Due Date: August 1

Total number of Non-State Aid Full-time Equivalent Students	61.36
Total number of Non-State Aid Registrations	1940
Total number of Non-State Aid Courses	140

NOTE: Non-State Aid Continuing Education courses include all courses not reported on the SBCC-CC-3; i.e., not requested and ineligible courses.

The purpose of this form is to provide the State Board for Community Colleges with the supplemental information necessary to determine the full scope of the continuing education course offerings on a fiscal year basis.

John Robinson 7-29-88
Signature of Preparer Date

Wm. T. Brennan 7-30-88
Signature of Continuing Education Dean Date

SBCC-CC-13
Rev. 07-88

DEFINITIONS

State participation in the funding of continuing education courses is based on a course-by-course approval process. Within the framework of State level administration, the following definitions are recognized by the State Board for Community Colleges as operational definitions.

Course - Formal instruction or other planned educational experience with established goals and under the guidance of a faculty member.

Eligible Students - Those students participating in eligible continuing education courses whose certification for State aid has been properly completed; students are deemed eligible when proper residency, registration date, age, and employee/dependent status have been indicated.

Equated Full-time Equivalent (FTE) Student - A measurement used in Maryland for measuring equated FTE enrollment in continuing education courses. Equated full-time equivalent students (Maryland) are computed by dividing the minutes of direct instruction by 50 to determine the number of course hours; dividing total contact hours by 15 to determine equated credits; multiplying this result by the number of Maryland residents enrolled; and dividing this result by 30.

Ineligible Students - Those students participating in not requested or ineligible continuing education courses or those students participating in eligible continuing education courses whose certification for State aid has not been properly completed; students may be deemed ineligible due to improper residency, registration date, age, or employee/dependent status.

Joint College Sponsorship of A Course - A course in which there is academic and administrative coordination between two or more community colleges. However, participating students are to be enrolled, recorded, and registered by the institution which will ultimately submit them for State funding.

Recreational Courses - Avocational courses designed with a leisure or hobby focus; such courses are not State-supported.

State Funds - Funds paid from the General Fund budget of the several agencies of the State, excluding federal funds received by State agencies.

Student - An enrolled person who is at least 16 years of age at the time of registration.

Student Enrollment Records - Original records signed and dated by the student and maintained by the college for five years, certifying student registration, enrollment, address, and tuition and/or fee paid for continuing education courses.

Tuition and Fees - Reasonable amounts charged by a college for continuing education instruction. Tuition policies are approved by each college board of trustees.

REPORTING SCHEDULE

In the submission/payment process for continuing education courses approved for State funding, the following schedule will be used. The specific months for payment of State aid are set by State law. All reports shall be sent to the Director of Continuing Education, Maryland State Board for Community Colleges, 914 Bay Ridge Road, Annapolis, MD 21403.

Aid Pay Period Report Title	Report Number	Date Due	Number Copies
Fall Pay Period			
Request for State Funding of A Continuing Education Course	SBCC-CC-10	October 1	One
Data Monitoring Form - Continuing Education Courses for State Funding	SBCC-CC-11	October 1	One
Enrollment Report for (Equated Credit) Continuing Education Courses	SBCC-CC-3	November 1	One
Continuing Education Pay Period Course Summary (Data Tape)	--	November 1	One
Spring Pay Period			
Biennial Review	--	January 31	One
Request for State Funding of A Continuing Education Course	SBCC-CC-10	February 1	One
Data Monitoring Form - Continuing Education Courses for State Funding	SBCC-CC-11	February 1	One
Enrollment Report for (Equated Credit) Continuing Education Courses	SBCC-CC-3	March 1	One
Continuing Education Pay Period Course Summary (Data Tape)	--	March 1	One

Aid Pay Period Report Title	Report Number	Date Due	Number Copies
Summer Pay Period			
Request for State Funding of A Continuing Education Course	SBCC-CC-10	June 1	One
Data Monitoring Form - Continuing Education Courses for State Funding	SBCC-CC-11	June 1	One
Enrollment Report for (Equated Credit) Continuing Education Courses	SBCC-CC-3	July 5	One
Continuing Education Pay Period Course Summary (Data Tape)	--	July 5	One
Continuing Education End-of-Year Student Freeze File (Data Tape)	--	July 5	One
Report of Non-State Aid Courses	SBCC-CC-13	August 1	One

NOTE: If the above dates fall on a holiday or a weekend, the following workday will apply.

SUBJECT CLASSIFICATION CODE

The State Board for Community Colleges has adopted as its subject classification the National Center for Education Statistics **Classification of Instructional Programs** (CIP).

The following display reflects the two digits to be assigned for each subject category by the State Board. The definitions of the subject categories do not appear in this manual due to the extensive listing required. Colleges may refer to **A Classification of Instructional Programs** published by the National Center for Education Statistics, 400 Maryland Avenue SW, Washington, DC 20202.

Agriculture
- 01. Agribusiness and Agricultural Production
- 02. Agricultural Sciences
- 03. Renewable Natural Resources

Architecture and Environmental Design
- 04. Architecture and Environmental Design

Area and Ethnic Studies
- 05. Area and Ethnic Studies

Business
- 06. Business and Management
- 07. Business and Office
- 08. Marketing and Distribution

Communications
- 09. Communications
- 10. Communications Technologies

Computer and Information Sciences
- 11. Computer and Information Sciences

Citizenship/Civic Activities

Consumer, Personal, and Miscellaneous Services
- 12. Consumer, Personal, and Miscellaneous Services

Education
- 13. Education

Engineering
- 14. Engineering
- 15. Engineering and Engineering Related Technologies

Foreign Languages
- 16. Foreign Languages

Health
- 17. Allied Health
- 18. Health Sciences

Home Economics
- 19. Home Economics
- 20. Vocational Home Economics

Industrial Arts
- 21. Industrial Arts

Law
- 22. Law

Letters
- 23. Letters

Liberal/General Studies
- 24. Liberal/General Studies

Library and Archival Sciences
- 25. Library and Archival Sciences

Life Sciences
- 26. Life Sciences

Mathematics
- 27. Mathematics

Military Sciences
- 28. Military Sciences
- 29. Military Technologies

Multi/Interdisciplinary Studies
- 30. Interdisciplinary Studies

Parks and Recreation
- 31. Parks and Recreation

Personal and Social Development
- 32. Basic Skills
- 33. Citizenship/Civic Activities
- 34. Health-Related Activities
- 35. Interpersonal Skills
- 36. Leisure and Recreational Activities
- 37. Personal Awareness

Philosophy, Religion and Theology
- 38. Philosophy and Religion
- 39. Theology

Physical Sciences
- 40. Physical Sciences
- 41. Science Technologies

Psychology
  42. Psychology

Public Affairs and Protective Services
  43. Protective Services
  44. Public Affairs

Trade and Industrial
  46. Construction Trades
  47. Mechanics and Repairers
  48. Precision and Production
  49. Transportation and Material Moving

Visual and Performing Arts
  50. Visual and Performing Arts

APPENDIX D

STANDARDS OF GOOD PRACTICE FOR SENIOR CITIZEN COURSES

Preface

. . . Recognizing that community colleges have a comprehensive educational mission; and

. . . That the growth of senior adults will continue to be a major demographic trend; and

. . . That differences exist in the demographics of individual political subdivisions;

Therefore, the goals of community colleges, with the support of the continuing education deans and directors, are to establish and maintain the comprehensive noncredit continuing education program and to strive for a balance among the populations served. It is recommended that each institution plan its noncredit offerings for the senior adult to be consistent with this general statement.

Faculty Qualifications

In addition to showing a genuine interest in improving the quality of life for senior adults and having appropriate personality characteristics to work with senior populations, faculty should have the same basic institutional qualifications as established for instructors in other courses:

- A minimum of a bachelor's degree in the area to be taught or appropriate experience in the content area that can be used to demonstrate or qualify competence in the area;
- Preferably some teaching experience; and
- Preferably experience in working with senior adults.

Faculty Development and Orientation

While community colleges approach faculty development in a variety of ways, it is suggested that the following guidelines be used as a minimum at each college offering senior programming:

- That new instructors be given an introduction or orientation to teaching senior adult courses. This orientation can take place within a formal group setting, or through participation in a senior

class with a current instructor, or by written instructions through a senior course manual.

- o That an annual faculty development workshop be provided to keep senior course instructors aware of current trends, changing regulations, and as a forum to exchange ideas and share problems and concerns.

Monitoring and Evaluating Senior Courses

The evaluation of courses for older adults is essential to developing and maintaining a quality program of offerings to the older adult population. It is recommended that:

- o The director/coordinator of senior courses at the college ensure periodic visits, both scheduled and unscheduled, to the various site locations. If possible, each senior site should be visited each semester but no less than two times per calendar year.

- o Student evaluations be taken on a periodic basis for classes offered to senior adults.

- o For new instructors, the first two courses taught are formally evaluated. Thereafter, each instructor should be formally evaluated at least once each year. As appropriate, the results of these evaluations should be reviewed by the senior course director followed by sharing the evaluation with the faculty member.

- o Senior site coordinators monitor courses offered at their locations to ensure that students are attending and faculty are conducting classes for the required length of time. Problems should be reported directly to the senior course staff on campus and followed up by an immediate visit to the center and a conference with the course instructor.

Monitoring of Senior Course Attendance

It is essential that student attendance be monitored carefully. Instructors should be required to keep accurate daily attendance records on forms provided by the college. Attendance rosters are to be reported at the 20 percent date.

Procedures Manual

Each college should develop and have available a manual of current procedures for senior course offerings.

Statewide Professional Senior Staff Development

The professional senior staff at each of the community colleges should meet no less than once a year to share problems, concerns, new regulations,

new ideas, courses, etc., and the chairperson of the body should provide a report to the chair of the Maryland Deans and Directors.

Staffing

It is recommended that a full-time member of the administrative staff of the college have responsibility for and be held accountable for general operations of senior courses.

Additional staff should include:

- o Coordinator staff who have the responsibility for developing, implementing, and monitoring courses and conducting faculty evaluations; and
- o Support staff to provide clerical, recordkeeping, and data entry functions.

The number of staff members should be appropriate at each college to ensure adherence to the recommendations for standards of good practice for operating senior courses.

Course Length

In general, class sessions in senior courses at senior sites should be no longer than two hours in length, meet no more than three times per week, and be no longer than 40 hours in duration. Classes whose emphasis is on development of practical skills may be of a longer duration.

When courses are being planned for an off-campus site, such as confined settings, senior sites, etc., the college should emphasize to the agency being served that the courses are supplemental educational activities and are not a planned program to fill the agency's responsibility of providing activities to fill the time of their participants.

For the same group of participants, the college should not schedule more than two courses per day in a confined setting. A student in a confined setting should not participate in more than 12 hours of formal college instruction per week.

Student Selection and Registration for Senior Courses

Each college may set its own procedures on who may register for senior classes; however, only those students who are 60 years or older at the time of registration and are Maryland residents are eligible for State aid. Registrants who do not meet these criteria are not eligible for funding.

- o For open enrollment senior courses, the individual registrants are self-screening;

- In confined settings, student enrollments, in addition to self-selection, can be recommended by senior site staff, family, nurse, social worker, etc. based on the senior registrant's mental awareness and physical ability required to meet course objectives. Students should be alert to the faculty presentation and be able to take part in course activities, discussions, demonstration, etc. to meet course objectives.

Maintenance of Records

The following records or files should be established and maintained:

- Student Records. Minimum data collected from the registrant should be consistent with current State Board policy as found in the Manual. In addition:

  - Original enrollment records for continuing education courses certifying student eligibility for State aid shall be retained by the colleges for a period of not less than five years.

  - Each student enrolled in continuing education courses for which State funding is requested shall complete and sign a registration form certifying student residency.

- Course File. Each community college shall maintain an open file of general course descriptions and a set of course objectives for each continuing education course offered. It is recommended that the file contain:

  - course description
  - course outline/objectives
  - copy of SBCC-CC-10 form
  - special advertising pieces, if appropriate

- Faculty File. Each faculty file should contain the following as a minimum:

  - application form
  - copies of academic credentials
  - evaluation summaries

- Publications File. The State Board requires that copies of each publication be forwarded as they are produced. For historical purposes, a semester file of all publications should be established to include:

  - schedules
  - brochures
  - flyers
  - course notices, etc.

- Master Class Schedule. A schedule of course offerings that includes faculty assignments, site locations, course titles, clock/calendar beginning and ending times, etc. for all senior courses being offered during a semester. In addition to the current semester, a historic file also should be maintained.

Approved by:
Maryland State Board for Community Colleges
July 17, 1986

FORMS

Enrollment Report for (Equated Credit) Continuing Education Courses
SBCC-CC-3

Data Monitoring Form
Continuing Education Courses for State Funding
(New and Resubmissions)
SBCC-CC-11

Data Monitoring Form
Continuing Education Courses for State Funding
(Deletions)
SBCC-CC-11

Report of All Non-State Aid Continuing Education
Full-time Equivalent Students, Registrations, and Courses
SBCC-CC-13

ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES
MARYLAND COMMUNITY COLLEGES

Aid Period: Fall ___ Spring ___ Summer ___

_____ Community College

Col. 1			Col. 2	Col. 3 (Col. 2 ÷ 15)	Col. 4	Col. 5	Col. 6 (Col. 3 x Col. 4 ÷ 30)	Col. 7	Col. 8
Continuing Education Courses									
Course Number	Section Number	Course Title	Total Course Hours	Equated Course Hours	Eligible Maryland Residents	Ineligible Students	FTE Students	Percent Aid Requested	FTE for State Aid
		TOTALS							

INSTRUCTIONS: Column 1--the course number and section number should each contain no more than six (6) characters; the course title should be abbreviated to no more than 45 characters. Column 3--divide column 2 by 15 and enter the result of this division. Column 6--multiply the equated credits (column 3) by the number of eligible Maryland residents (column 4), divide this product by 30 and enter the result. Column 6 should show two decimal places. Column 7--should show the percent aid requested; 0-100 percent, no decimals. Column 8--should show two decimal places.

CERTIFICATION OF MARYLAND STUDENTS FOR STATE AID

This is to certify that _____ Community College is eligible for State aid for the Maryland residents enrolled in courses approved by the State Board for Community Colleges reported above for the _____ aid period of fiscal year 19 _____, computed in accordance with the above instructions. I do solemnly declare and affirm under the penalties of perjury that the contents of the foregoing document are true and correct to the best of my knowledge and belief and that the submission conforms to provisions of the General Policies of the State Board for Community Colleges and applicable statutes.

_____ _____

Signature of Continuing Education Dean *Date* *Signature of President* *Date*

SBCC-CC-3
Rev. 07-88

76

77

AMENDED COPY

ENROLLMENT REPORT FOR (EQUATED CREDIT) CONTINUING EDUCATION COURSES
MARYLAND COMMUNITY COLLEGES

Aid Period: Fall ___ Spring ___ Summer ___

Community College _____

Col. 1			Col. 2	Col. 3 (Col. 2 ÷ 15)	Col. 4	Col. 5	Col. 6 (Col. 3 x Col. 4 ÷ 30)	Col. 7	Col. 8
Continuing Education Courses									
Course Number	Section Number	Course Title	Total Course Hours	Equated Course Hours	Eligible Maryland Residents	Ineligible Students	FTE Students	Percent Aid Requested	FTE for State Aid
		TOTALS							

INSTRUCTIONS: Column 1--the course number and section number should each contain no more than six (6) characters; the course title should be abbreviated to no more than 45 characters. Column 3--divide column 2 by 15 and enter the result of this division. Column 6--multiply the equated credits (column 3) by the number of eligible Maryland residents (column 4), divide this product by 30 and enter the result. Column 6 should show two decimal places. Column 7--should show the percent aid requested; 0-100 percent, no decimals. Column 8--should show two decimal places.

CERTIFICATION OF MARYLAND STUDENTS FOR STATE AID

This is to certify that _____ Community College is eligible for State aid for the Maryland residents enrolled in courses approved by the State Board for Community Colleges reported above for the _____ aid period of fiscal year 19 _____, computed in accordance with the above instructions. I do solemnly declare and affirm under the penalties of perjury that the contents of the foregoing document are true and correct to the best of my knowledge and belief and that the submission conforms to provisions of the General Policies of the State Board for Community Colleges and applicable statutes.

_____ _____

Signature of Continuing Education Dean *Date* *Signature of President* *Date*

SBCC-CC-3
Rev. 07-88

78

- 77 - 78

(Side 1)

NEW AND RESUBMISSIONS

DATA MONITORING FORM
CONTINUING EDUCATION COURSES FOR STATE FUNDING
MARYLAND COMMUNITY COLLEGES
FOR FISCAL YEAR ____

Date Entered in Computer: _____ Date Returned: _____ College: _____

(1) New Submission	(2) Resubmission	(3) Course Number	(4) Course Title	(5) Course Hours	(6) Course Intent	(7) Special Population	(8) SBCC Code	(9) Eligibility	(10) SBCC Comment

No. of CC-10s Sent to SBCC: _____ Date: _____ Signature of Preparer: _____

SBCC-CC-11
Rev. 07-88

(Side 2)

DELETIONS

DATA MONITORING FORM
CONTINUING EDUCATION COURSES FOR STATE FUNDING
MARYLAND COMMUNITY COLLEGES
FOR FISCAL YEAR ____

Date Deleted from Computer: _____ Date Returned: _____ College: _____

(11) Deletion	(12) Course Number	(13) Fiscal Year	(14) Course Title	(15) Course Hours	(16) SBCC Comment

Date: _____ Signature of Preparer: _____

SBCC-CC-11
Rev. 07-88

82

83

REPORT OF ALL NON-STATE AID CONTINUING EDUCATION
FULL-TIME EQUIVALENT STUDENTS,
REGISTRATIONS, AND COURSES
MARYLAND COMMUNITY COLLEGES

College: _____

Fiscal Year _____ Due Date: August 1

Total number of
Non-State Aid Full-time Equivalent Students _____

Total number of
Non-State Aid Registrations _____

Total number of
Non-State Aid Courses _____

NOTE: Non-State Aid Continuing Education courses include all courses not reported on the SBCC-CC-3; i.e., not requested and ineligible courses.

The purpose of this form is to provide the State Board for Community Colleges with the supplemental information necessary to determine the full scope of the continuing education course offerings on a fiscal year basis.

_____ _____
Signature of Preparer Date Signature of Continuing Education Dean Date

SBCC-CC-13
Rev. 07-88

ERIC Clearinghouse for Junior Colleges JUL 29 1988